

THIS IS NOT OPTIONAL

**Developing and Delivering a
Comprehensive, Predictable, and
Accountable Big6 Information
Literacy Program**

The Power of Information

The mission of the library information & technology program is

to ensure that students are effective users and producers of ideas and information.

Revised from
Information Power AASL and AECT, 1988, 1998

3 Functions

- 1. Information & Technology Skills Instruction**
- 2. Reading Advocacy**
- 3. Information Management & Services**

Comprehensive Information Literacy

4 components:

- ✓ **Defined**
- ✓ **Predictable**
- ✓ **Measured**
- ✓ **Reported**

Implementing Comprehensive Information Literacy

1. **DEFINED**: For each month, determine 2-4-8 *power Grade Level Objectives* based on the designated **Big6/Super3** stages.
2. **PREDICTABLE**: adopt, and adapt the *Big6 by the Month* schedule to your own school setting and calendar.
 - For each month, link to classroom/subject areas:
 - » if available, use existing curriculum or curriculum mapping info.
 - » if necessary, conduct *Assignment Mapping*.
 - For each week, develop instructional lessons based on *Grade Level Objectives* linked to **classroom assignments**.
3. **MEASURED**: For each month, develop **Big6/Super3 Assessment** (approach, evidence, criteria) based on *Grade Level Objectives* and linked to classroom assignments.
4. **REPORTED**: Determine audience and means of *reporting* to that audience document and communicate performance.

Defined

- Determine 2-4-8 **Power** *Grade Level Objectives* per grade level
- Use **your** state's content standards or the Common Core as background; also the Big6 x the Month website:

www.educationworld.com/standards/state/index.shtml

www.corestandards.org

<http://sites.google.com/site/big6xthemonth/>

Example – DEFINE – Grade Level Objectives

Use of Information - **Extract** relevant information

- Take notes
- Cite sources
- Distinguish between summarizing, paraphrasing, and/or direct quotations



Synthesis - **Present** the information

- Identify audience
- Consider a variety of formats
- Cite sources



Predictable

- **Adopt a scheduled program**
- **Plan instruction**
- **Integrate with the classroom curriculum/assignments**



Big6 by the Month

Sept: Overview of the process

Oct: Task Definition

Nov: Info Seek Strategies

Dec: ; Location & Access

Jan: Use of Info

Feb: Synthesis

Mar: Revisit & Reflect

Apr: Evaluation

May: Culminating Activities

Measured

Consider and select monthly assessment approach:

- Determine the specific skills, objectives, tools, techniques to assess (see defined grade level objectives).
- Select **evidence** to use for assessment.
- Determine **criteria** to apply to evidence.
- Consider for efficiency as well as effectiveness.
- Revise as necessary.

Measured

Evidence

- Classroom assignment
- Worksheet
- Contribution to discussion
- Written/verbal explanation (for choice of topic or sources)
- Lab report
- Checklist
- Observation
- Test
- Self assessment

Criteria

- Complete
- Accurate
- Logical
- Creative/insightful
- Relevant
- Credible
- Sources (number, type, range, quality)

Example

Synthesis

5.2 Present the information.



Formative Assessment: Student-generated evidence

Presentation Readiness Checklist	Not Yet (0)	Yes (1)
I have identified the audience.		
I have completed each of the assignment requirements:		
Length: no more than 15 minutes		
Format: PowerPoint presentation /video		
Catchy Title: _____		
Transitions for each section		
Satisfying Conclusion		
Source Credits Complete		

Reported

Audience

- ✓ **Students**
- ✓ **Other Teachers**
- ✓ **Administrators**
- ✓ **Parents**
- ✓ **Public**

Options

- ☐ **Grades on assignments**
- ☐ **Monthly/quarterly reports about student performance**
- ☐ **Monthly/quarterly reports on the program**
- ☐ **Report card grades**
- ☐ _____
- ☐ _____

Example - Reporting

10-29-08 Ver.

Helena School District No. 1, Helena, Montana
Intermediate (Grade 4-5) Report School Year 2009-2010

Profile Key:

Academic Headings:

A = Excellent

B = Above Average

C = Average

D = Below Average

F = Failing

TNG = Taught/Not Graded

• = Adapted Curriculum

Subheads:

★ = Strength

+ = Acceptable

P = Shows Progress

✓ = Area of Concern

Quarter

1 2 3 4

News from the Library

Rossiter Elementary School
Second Quarter 2009 - 2010

Laura Trapp, Librarian

ltrapp@helena.k12.mt.us 324-1519

Thank you! Thank you! Thank you!

Thank you for your support of the Book Fair last quarter! Once again, our library was able to earn over \$1,000 in free books plus \$1000 for our library budget to buy books and other library materials. *We really appreciate your support!!*

SUPER3 PLAN * DO * REVIEW

At Rossiter School, we begin learning about the Super3 process at a young age. In fact, your child might have come home singing our "Plan, Do, and Review" song at some time! The Super3 is a great framework for helping us do schoolwork, become better at something, or make decisions in our lives. You can even try it at home! It's simple:

- Plan: Think about and decide what you need to do.
- Do: Do it! Carry out your plan.
- Review: Look back on what you did and think about whether you were successful and whether you should do something different next time.

In Library Skills classes, we especially use the Super3 process when we do research, but we try to keep it in mind for all of our activities.

More Library Skills Activities

Kindergarten, first, and second grade students have been learning about the Caldecott Medal, which is awarded to an artist of a picture book each year.

Kindergarten students continue to have a story and short lesson, check out books, and sometimes work on a project. We have practiced listening for information and retelling stories. We've read several stories which used the idea of the "Twelve Days of Christmas" song, discussing similarities and differences. We also compared the Caldecott Medal winning The Snowy Day book with a video version of the story.

First grade students have practiced alphabetical order while looking at the arrangement of the Everybody section of the library, and are beginning to practice finding books in this section. We have practiced listening for information and giving credit to the author and illustrator of a story. We have compared different versions of the same stories and most recently we have compared the Caldecott Honor book Don't Let the Pigeon Drive the Bus with the video version of the story. As an extra added bonus, we "met" Mo Willems (in the video), the author and illustrator, and he taught us how to draw the famous Pigeon!!

Second grade students have practiced listening for information, taking notes, and giving credit to the author and illustrator of a story. They have practiced logging into the Library Catalog with their ID number to see what items they have checked out and whether they are overdue. We have also compared different versions of the same stories, sometimes using Tumblebooks (<http://www.tumblebooklibrary.com>) stories. Most recently we have compared the Caldecott Medal winning book Officer Buckle and Gloria with the video version of the story. We

Quarter	1	2	3	4
Work / Study / Social Skills				
Follows directions	+	+		
Completes work on time	★	★		
Works independently	+	★		
Stays on task	+	+		
Uses time wisely	+	+		
Participates in class discussions/activities/group	★	★		
Presents work neatly	+	+		
Talks at appropriate times	+	★		
Respects others	★	★		
Follows classroom rules	+	+		
Follows school rules	+	+		
Accepts constructive suggestions	+	★		
Accepts responsibility for own actions	+	★		
Special Areas				
Music	TNG	(see attached sheet)		
Physical Education	TNG	(see attached sheet)		
Library Skills	TNG	(see attached sheet)		

1. Conference
2. Spencer adds a great creative component to our classroom. He has great ideas to express during discussion periods. Now the way he thinks Spencer should be reading 20 minutes each night.
3. Conference
4. Comment

Support - Resources

Website

Discussion Board

▼ Big6 by the Month

- OCTOBER - Task Definition
- NOVEMBER - ISS and L&A
- DECEMBER - Revisit and Reflect
- JANUARY - Use of Information
- FEBRUARY - Synthesis

Overview

The Team

News & Posts

Files

Benchmark Dates

Sitemap

Join Our Discussions



Join the conversation on the
Big6 by the Month
[Discussion Board](#)

Participate:

Google Site

<http://sites.google.com/site/big6xthemonth>

Google Discussion Group

<http://groups.google.com/group/b6month>



Big6™ by the Month

Useful web links

The Big 6 Associates, LLC <http://www.big6.com>

Big6 by the Month Webinar Series Guide Page
<http://www.big6.com/2010/10/15/big6-by-the-month-central/>

Google Site <http://sites.google.com/site/big6xthemonth/>

Google Discussion Group <http://groups.google.com/group/b6month>

Big6 Kids Website <http://www.big6.com/kids/>

Big6 Matrix: Use the Internet with Big6 Skills to Achieve Standards
<http://janetsinfo.com/big6info.htm>

Summary

Information literacy is too important to be partial or arbitrary.

Information literacy *is* an essential curriculum program.

Determine feasible approach: deliver – manage

The comprehensive, 21st century information literacy program must be:

- ✓ **Defined**
- ✓ **Predictable**
- ✓ **Measured**
- ✓ **Reported**